

Spearfish School District Improvement/Progress Report Form

Principle: 3 Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) District staff gather data from classroom from classroom teachers and from diagnostic assessment to use as functional information in the evaluation process. Functional assessment was not consistently completed in all areas of concern and was not consistently completed during the 25-day timeline.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will develop a written summary using functional assessment information from all areas of concern and include as part of the present levels of performance. This information must be completed during the 25-day timeline.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) 100% of all completed evaluations will include a written summary of the evaluation results (including functional assessments from all concerned areas) that is linked to the present level of performance (PLOP).				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. #1. Functional assessment will occur within the 25 day assessment window. #2. Written summaries (including functional assessment) will be included in all MDT reports.	Timeline for Completion 2/04-8/04 8/04-2/05	Person(s) Responsible Staff/Director	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? All MDT reports will be reviewed by the Director. What data will be given to SEP to verify this objective? The Director will report percent correctly completed to the state at the 6 and 12 mo. Review.	8/04 2/05	Staff/Director	Met 1-18/2004	
Please explain the data (6 month) Including related service staff and resource staff, 113 files were reviewed (from the review to present). In all cases, functional assessment occurred within the allotted time frame and was duly noted in the MDT summary.				

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Principle: 3 Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) District staff telephone the parent as an attempt to obtain parental input into the evaluation planning process, however the phone calls are not documented in the student file.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. District staff will obtain and document parental input into the evaluation process.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Parent input into the evaluation process will be documented in 100% of completed evaluations.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results. #1. Parent input regarding assessments used will be noted in the prior notice.	Timeline for Completion 2/04-8/04 8/04-2/05	Person(s) Responsible Staff/Director	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The Director will review all prior notices. What data will be given to SEP to verify this objective? Percent completed correctly will be forwarded.	8/04 2/05	Staff/Director	Met 10/18/2004	
Please explain the data (6 month) Seventy-three (73) prior notices were reviewed and in all cases, documentation of parent input to the evaluation process was noted.				